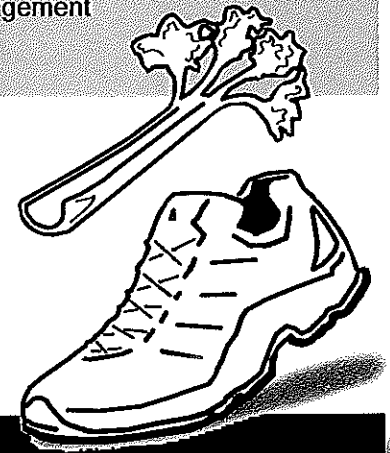


LESSON 2

Benefits of Healthy Eating and Physical Activity

Student Learning Objectives:	National Health Education Standards:
1. Analyze the benefits of healthy eating and being physically active.	• Core Concepts
2. Describe the federal dietary guidelines and the amount of physical activity recommended for one's age in order to achieve health benefits.	• Self Management



Lesson Synopsis

Review the four rules for preventing foodborne illness. Assess what students remember about healthy nutrition and physical activity. View a video and review handouts to expand knowledge of the dietary and physical activity guidelines. Summarize the health benefits and create slogans to advertise the health benefits that are most compelling to sixth graders. Assign homework that asks students to investigate their personal recommendations for diet and physical activity.

Activity	Time in Minutes	Materials Needed
Introduction	12	Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Healthy Eating and Physical Activity" Supplied by the Teacher <ul style="list-style-type: none"> • Pens and pencils
Teacher Input	21	Health Education Materials <ul style="list-style-type: none"> • Video [DVD]: <i>MyPlate and You: Learning about Nutrition, Health and Exercise</i>, Human Relations Media (16 minutes) Teacher Manual Resources <ul style="list-style-type: none"> • Student Worksheet: "Healthy Eating and Physical Activity" • Teacher Key: "Healthy Eating and Physical Activity" • Student Handout: "Check It Before You Chew It!" • Student Handout: "Food Size Savvy" • Teacher Reference: "Visualizing Amounts" (Extension Activity) Supplied by the Teacher <ul style="list-style-type: none"> • AV equipment • Pens and pencils • Baseball, not a softball (Extension Activity) • Two 9-volt batteries (Extension Activity) • CD in plastic case (Extension Activity) • Small computer mouse (Extension Activity) • Deck of cards (Extension Activity) • Tablespoon (Extension Activity) • Ping pong ball (Extension Activity)

Application or Skill Practice	10	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Student Worksheet: "Healthy Eating and Physical Activity" • Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Diet and Activity Level Slogans and Posters" • Student Self-Assessment Rubric: "Diet and Activity Level Slogans and Posters" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Chart paper • Crayons and markers • Pens and pencils
Closure	2	<p>Teacher Manual Resources</p> <ul style="list-style-type: none"> • Student Worksheet: "My Nutrition and Physical Activity for 24 Hours" <p>Supplied by the Teacher</p> <ul style="list-style-type: none"> • Folders or file folders, one per student • Computer with Internet access (Extension Activity)
TOTAL	45	

Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric, "Assessment Rubric for Skill Development: Diet and Activity Level Slogans and Posters," is provided for you to use at the end of this lesson.
- **Decide if you want students to assess** their own progress. **Duplicate** the rubric, "Diet and Activity Level Slogans and Posters," for students if you plan to have them use it.

For Introduction:

- **Duplicate** the student worksheet, "Healthy Eating and Physical Activity," for each student.
- **Duplicate** the student handouts, "Food Size Savvy" and "Check It Before You Chew It!" for each student.




For Closure:

- **Duplicate** the student worksheet, "My Nutrition and Physical Activity for 24 Hours," for each student.

LESSON PROCEDURE










Introduction: Review the previous lesson on foodborne illness. Assess what students remember about healthy nutrition and physical activity.

Approximately 12 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Review the four rules for preventing foodborne illness.</p>	<p><i>During our last lesson, you were crime scene investigators. Please stand up if you think you can name one of the four rules for preventing foodborne illness.</i></p> <p>Call on students until all four rules are named.</p> <p>Answers:</p> <ul style="list-style-type: none"> • Clean • Cook • Separate • Chill <p><i>Let's discover more secrets about healthy living.</i></p>	 <p>Assessing personal eating and physical activity habits and making improvements is a personal process and can be a sensitive topic for some students. These lessons should not be a source of stress for any student. Most people can change and improve these habits. Reassure your students that the intent of these lessons is to provide help and guidance to all students.</p>
<p>Have students form six teams.</p> <p>Identify what students already know about healthy eating and physical activity using the student worksheet, "Healthy Eating and Physical Activity."</p> 	<p>Form six small groups and assign a leader in each group.</p> <p><i>In your team, please record everything you already have learned about nutrition and physical activity in the center column of your worksheet. You will have ten minutes to work together. Try to include some information for each of the 12 topics.</i></p> <p>After ten minutes, ask the students to stop writing.</p>	 <p>If you prefer to save time, you might assign each team two of the topics on the worksheet.</p>
<p>State the focus of the lesson.</p>	<p><i>Today we'll learn more about the importance of eating healthy foods and being physically active.</i></p>	

Teacher Input: Identify facts about healthy eating and physical activity for young people. Summarize the health benefits.




Approximately 21 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Show the video, <i>MyPlate and You: Learning about Nutrition, Health and Exercise</i>.</p> <p>Record new facts about healthy eating and physical activity using the student worksheet, "Healthy Eating and Physical Activity."</p> 	<p><i>Let's watch a video to learn what nutrition and physical activity is recommended for young people your age. Listen carefully. If you hear information that you have written in the center column of your worksheet, place a checkmark beside it. If you hear new information, record it in the right column. After the video, we'll talk about what new facts we've learned.</i></p> <p>Show the video.</p>	 <p>If you prefer, assign each team two of the topics on the worksheet to narrow their focus during the video.</p>
<p>Discuss new information about healthy eating and physical activity using the student worksheet and teacher key, "Healthy Eating and Physical Activity."</p>  	<p>Following the video, discuss new things the students heard in the video that they added to their worksheets.</p> <p>Name each topic and ask students to identify what they learned from the video.</p> <p>Encourage students to add to their worksheets as they hear additional information shared.</p>	 <p>The video refers to exercise instead of physical activity. Be sure to explain that the recommendations are for physical activity of all kinds, not just exercise.</p>
<p>Explore ways to eat healthy using the student handouts, "Food Size Savvy" and "Check It Before You Chew It!"</p> 	<p><i>There are a couple of important rules for eating healthy:</i></p> <ol style="list-style-type: none"> <i>1. Know how much to eat.</i> <i>2. Eat foods that are nutrient rich.</i> <p><i>Please look at your handout titled "Food Size Savvy." This shows how you can measure the amount of food you eat using everyday items, such as a baseball and a CD. You'll have a chance to write in your personal amount later in this unit.</i></p> <p><i>Now, look at the handout titled "Check It Before You Chew It!" You can tell how many nutrients your food contains by reading its label. Try to choose foods that are high in nutrients and low in solid fats and added sugar. Also, watch the serving size. One package of food could be two (or more) servings and twice the calories.</i></p>	 <p>Students might enjoy testing their nutrition knowledge by playing Mission Nutrition at the Kids Health website.</p> <div data-bbox="1052 1394 1446 1467" style="border: 1px solid black; padding: 5px;"> <p>www.kidshealth.org/kid/closet/games/mission_nutrition.html</p> </div>  <p>Use the teacher reference, "Visualizing Amounts," to help students picture different amounts of food. Show the common items to help students visualize various amounts.</p> 

Summarize the benefits to be enjoyed by eating healthy foods and being physically active.	What are some of the benefits of healthy eating and physical activity? As we share ideas, add new ideas to your worksheet.	
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Application or Skill Practice: Have students create slogans about the benefits of nutrition and physical activity for sixth graders.



Approximately 10 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Decide which benefits are most compelling for sixth graders.</p> <p>Have students create slogans and posters to advertise the benefits of nutrition and physical activity to sixth graders.</p> <p>Distribute chart paper, crayons, and markers.</p>	<p><i>In your small group, review the benefits of healthy eating and physical activity. Decide which benefit you think would motivate sixth graders to want to improve their nutrition and activity level.</i></p> <p><i>As a group, think of a slogan for the benefit you select. Then, create a poster to advertise this slogan to your peers.</i></p> <p>Assign a collector in each group. Provide chart paper, crayons, and markers.</p> <p>Allow ten minutes for the groups to work.</p>	 <p>Use the teacher assessment rubric or have students use the self-assessment rubric provided at the end of the lesson if you want to assess students' skill development.</p>   <p>If you prefer, assign each group one benefit instead of letting each group select one.</p>

Closure: Summarize benefits of healthy eating and physical activity for sixth graders. Investigate personal recommendations for nutrition and physical activity as homework.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Ask each group to show their slogans about the benefits of healthy eating and physical activity.</p>	<p>Call on each small group to share their slogan.</p> <p>Post the slogans in the classroom for the duration of this unit.</p>	 <p>Display the slogans in the cafeteria or hallway.</p>
<p>Distribute folders to students for their work during these lessons.</p>	<p>Distribute a folder to each student.</p> <p><i>Please place all your handouts and worksheets in your folder. During the next several lessons on healthy eating and physical activity, you will keep all your work in your folder. You will use the contents of your folder during the last lesson of this unit.</i></p>	

<p>Assign homework using the student worksheet, "My Nutrition and Physical Activity for 24 Hours."</p> 	<p><i>Your homework is to record what you eat and your physical activities for 24 hours. Complete the worksheet and bring it to class. We will use this information for Lesson 3, so your assignment is due (tell the date you plan to teach Lesson 3).</i></p>	 <p>Students might want to visit the USDA website to read more about the food plate and food groups.</p> <p>www.ChooseMyPlate.gov</p>
<p>Preview the next health lesson.</p>	<p><i>In our next health lesson, we will talk about how to personalize nutrition and physical activity recommendations.</i></p>	



Healthy Eating and Physical Activity

**Directions:**

1. Before viewing the video, fill in the second column with everything you have already learned about each topic.
2. While viewing the video, add new information you learn about each topic in the column on the right.

Topic:	What I Remember:	What I Learned:
Calories		
Balanced Lifestyle		
MyPlate		
Grains		
Vegetables		
Fruits		



Dairy		
Protein Foods		
Oils		
Fast Food		
Breakfast		
Daily Physical Activity (or Exercise)		

What benefits will I enjoy if I eat healthy food and get daily physical activity?

- 1.
- 2.
- 3.
- 4.



Healthy Eating and Physical Activity



Directions:

1. Before viewing the video, fill in the second column with everything you have already learned about each topic.
2. While viewing the video, add new information you learn about each topic in the column on the right.

Topic:	What I Remember:	What I Learned:
Calories		<p>Calories measure the energy in food. They are like fuel for the body. We couldn't run, think, breathe, or live without them.</p> <p>Calories are needed to grow muscle and bone.</p> <p>If we eat too many calories, they are stored as fat and can cause problems like having less energy, clothing doesn't fit, feeling less good about self, and heart disease.</p>
Balanced Lifestyle		<p>People need to get enough calories so that the body doesn't use muscle for fuel and people don't lose too much weight.</p> <p>We need to balance what we eat and how much we exercise.</p> <p>It is important to get the right kind of food in the right amounts to provide the right kind of fuel for the body.</p>
MyPlate		<p>MyPlate shows the portion of different food groups needed for a healthy diet.</p> <p>One-half of the plate is fruits and vegetables.</p>
Grains		<p>One half of the grains we eat should be whole grain, such as brown rice, oatmeal, and whole wheat.</p> <p>Grain provides energy.</p> <p>Whole grain is like premium gas, high quality.</p>
Vegetables		<p>It is important to eat a variety of vegetables to get a variety of vitamins and minerals.</p> <p>Eat dark green and orange vegetables, and dried beans and peas.</p> <p>Eat more vegetables.</p>
Fruits		<p>It is important to eat a variety of fruits to get a variety of vitamins and minerals.</p> <p>Eat more fruits.</p>



Dairy		<p><i>It is important to eat low-fat or fat-free milk, yogurt, and other products made from milk. The dairy group provides protein, calcium, and some vitamins.</i></p> <p><i>Calcium-fortified soy milk is also in the dairy group.</i></p>
Protein Foods		<p><i>It is important to eat lean or low-fat foods from the protein foods group.</i></p> <p><i>Eat poultry, fish, dried beans, nuts, seeds, and processed soy products to get low-fat protein.</i></p>
Oils		<p><i>Oils are fats that are liquid at room temperature. Unsaturated fats are okay. Avoid saturated and trans fats.</i></p> <p><i>In small quantities, oil is good for us.</i></p> <p><i>Fat is needed to store fat soluble vitamins.</i></p> <p><i>Be careful how much oil and fat is eaten because of high calories.</i></p>
Fast Food		<p><i>It is difficult to get enough fruits, vegetables, and whole grains when eating out.</i></p> <p><i>Beware of high fat and high sugar foods.</i></p> <p><i>Make healthier choices such as a plain burger, small fries, salad, 100% juice and water.</i></p> <p><i>Pay attention to what is eaten.</i></p>
Breakfast		<p><i>Eating breakfast has many benefits: it gives you energy, makes you alert, and helps you do better in school.</i></p> <p><i>Avoid sugary cereal and read the label.</i></p> <p><i>Make healthy breakfast choices to have energy for the whole morning, such as 100% juice, whole grain toast, unsugared cereal, eggs, fruit, or low-fat yogurt with fruit.</i></p>
Daily Physical Activity (or Exercise)		<p><i>Being healthy is not just what we eat; exercise is important, too.</i></p> <p><i>It uses calories so they aren't stored as fat.</i></p> <p><i>It helps us feel good mentally, relieves stress, adds flexibility, builds strong muscles, and builds the heart muscle for heart health.</i></p>

What benefits will I enjoy if I eat healthy food and get daily physical activity?

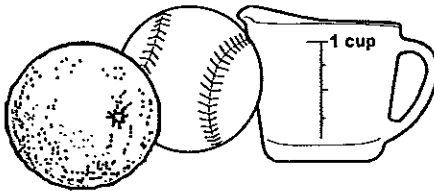
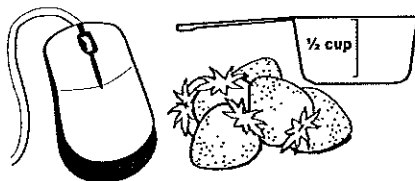
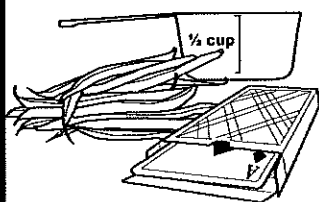
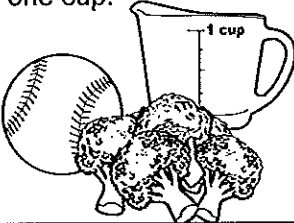
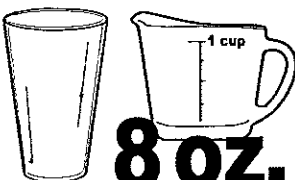
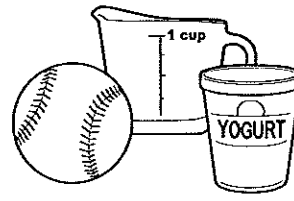
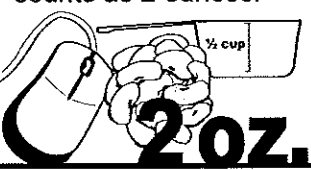
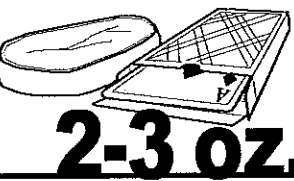
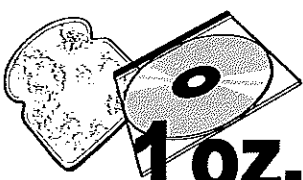

1. I will have energy to grow, learn, and play.
2. I will have a healthy weight that is right for me.
3. I will feel better mentally.
4. I will feel good about myself and my body.
5. I will have a healthy heart.
6. I will have strong muscles.



Food Size Savvy

Dear Student:

- To eat the right amount of different foods each day, use these everyday objects as tools to help you measure.
- Write in your daily amount for each food group from your Daily Food Plan.

Food Group	Measuring Tools		Your Daily Food Plan says...
Fruits Group	One baseball equals one cup.	One small computer mouse equals one-half cup.	How many baseballs and mice should you eat and drink each day?
			
Vegetables Group	One deck of cards equals one-half cup.	One baseball equals one cup.	How many decks of cards, baseballs, and mice should you eat and drink each day?
			
Dairy Group	One eight-ounce glass equals one cup.	One baseball equals one cup.	How many nine-volt batteries, baseballs, and glasses should you eat and drink each day?
	 8 oz.		
Protein Foods Group	One small computer mouse equals one-half cup of beans and counts as 2 ounces.	One deck of cards equals two to three ounces of meat.	How many nine-volt batteries, decks of cards, and mice should you eat each day?
	 2 oz.	 2-3 oz.	
Grains Group	One CD with case equals one slice of bread and counts as one ounce.	One baseball equals one cup of dry cereal.	How many CDs, baseballs, and mice should you eat each day?
	 1 oz.	 1 oz.	



Check It Before You Chew It!

Nutrition Facts

Serving Size: 1/2 cup (64g)
Servings Per Container: about 16

Amount Per Serving

Calories 120 Fat Calories 60

	% Daily Value*
Total Fat 7g	11%
Saturated Fat 4g	20%
Trans Fat 0g	
Cholesterol 25mg	8%
Sodium 60mg	3%
Total Carbohydrates 15g	5%
Dietary Fiber 0g	0%
Sugar 8g	
Protein 1g	

Vitamin A 4%

Calcium 6%

Vitamin C 0%

Iron 0%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	
Cholesterol	Less Than	300mg	
Sodium		2,400mg	
Total Carbohydrates		300g	

Check the serving size.

How many servings are you eating?

Check the fat content.

Focus on lower fat content.

5% or less is LOW, 20% or more is HIGH

Check the percentage of daily value of fiber and key nutrients.

Focus on getting enough per day.

5% or less is LOW, 20% or more is HIGH

Nutrition Facts

Serving Size: 1 medium apple (154g)

Amount Per Serving
Calories 80 Fat Calories 0

	% Daily Value*
Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
Cholesterol 0mg	0%
Sodium 0mg	5%
Potassium 170mg	7%
Total Carbohydrates 22g	20%
Dietary Fiber 5g	
Sugar 16g	
Protein 0g	

Vitamin A 2% • Vitamin C 8%
Calcium 0% • Iron 2%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Nutrition Facts

Serving Size: 1 oz. (28g/About 15 chips)
Servings Per Container: About 12

Amount Per Serving

Calories 150 Fat Calories 90

	% Daily Value*
Total Fat 10g	15%
Saturated Fat 3g	15%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 180mg	7%
Total Carbohydrates 15g	5%
Dietary Fiber 1g	4%
Sugar 0g	
Protein Less than 2g	

Vitamin A 0% • Vitamin C 10%
Calcium 0% • Iron 2%
Thiamine 8% • Riboflavin 2%
Niacin 6% • Folic Acid 2%
Phosphorus 4% • Magnesium 4%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Check It Before You Choose It!

You make choices every day, including what snacks to eat. Use the Nutrition Facts Label to help you make healthy choices.

Nutrition Facts

Serving Size: 1 cookie (10g)

Amount Per Serving
Calories 47 Fat Calories 17

	% Daily Value*
Total Fat 2g	
Saturated Fat 0g	3%
Trans Fat 1g	2%
Cholesterol 0mg	0%
Sodium 43mg	2%
Total Carbohydrates 7g	2%
Dietary Fiber 0g	1%
Sugar 4g	
Protein 1g	

Vitamin A 0% • Vitamin C 0%
Calcium 0% • Iron 2%



VISUALIZING AMOUNTS

Young people and adults often struggle to understand how much of different foods should be eaten. The following common objects approximate a specific amount and can be used to help students visualize amounts. The new Dietary Guidelines do not recommend a specific number of servings per day for different age groups. Instead, they have recommended a total daily amount of different food groups. The amount for young people 11-13 years old who get 30-60 minutes of physical activity daily are noted at the bottom of the chart.

Food Groups	1. Vegetables	2. Fruits	3. Grains	4. Dairy	5. Protein Foods
Visualizing Amounts	Size of a baseball = one cup	Size of a baseball = one cup	Size of a CD in a plastic case = one ounce of bread Size of a baseball = one cup or one ounce of dry cereal Size of a small computer mouse = 1/2 cup or one ounce of cooked pasta, rice, or cooked cereal	One 8-ounce measuring cup = one cup of milk or yogurt Size of two 9-volt batteries = 1 1/2 ounces of natural cheese, equivalent to one cup	Size of a deck of cards = two or three ounces of meat, poultry, fish Size of a baseball = one cup or four ounces of cooked dry beans Size of a ping pong ball = two tablespoons or two ounces of peanut butter One egg = one ounce
Daily Amount for 12-13 Year Olds Who Get 30-60 Minutes of Physical Activity Daily	Girls: 2.5 cups Boys: 3 cups	Girls and Boys: 2 cups	Girls: 6 ounces Boys: 7 ounces	Girls and Boys: 3 cups	Girls: 5.5 ounces Boys: 6 ounces
Daily Amount for 11 Year Olds Who Get 30-60 Minutes of Physical Activity Daily	Girls and Boys: 2.5 cups	Girls: 1.5 cups Boys: 2 cups	Girls and Boys: 6 ounces	Girls and Boys: 3 cups	Girls: 5 ounces Boys: 5.5 ounces



My Nutrition and Physical Activity for 24 Hours



- Record everything you eat and drink for 24 hours.

[illegible]

- Record all of your physical activity for 24 hours.

[illegible]



Assessment Rubric for Skill Development: Diet and Activity Level Slogans and Posters

Elements in the Lesson

- Decide which benefits are most compelling for sixth graders.
- Create slogans and posters to advertise the slogans to peers.

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

1	2	3	4	Comments
The slogan does not relate to benefits of either diet or activity level or is not motivating to sixth grade students.	The slogan weakly describes the benefits of either diet or activity level and is somewhat motivating to sixth grade students.	The slogan describes the benefits of either diet or activity level and is motivating to sixth grade students.	The slogan strongly describes the benefits of either diet or activity level and is highly motivating to sixth grade students.	

**Diet and Activity Level Slogans and Posters****Elements in the Lesson**

- Decide which benefits are most compelling for sixth graders.
- Create slogans and posters to advertise the slogans to peers.

The following rubric can be used for assessing your skill development in deciding which benefits of diet and activity are compelling for sixth graders and creating posters to advertise motivating slogans to peers. You may have demonstrated the elements of this skill through role play, written assignments, or classroom activities. Write any ideas or thoughts you have in the "Comments" column.

1	2	3	4	Comments
Our slogan does not relate to benefits of either diet or activity level or is not motivating to sixth grade students.	Our slogan weakly describes the benefits of either diet or activity level and is somewhat motivating to sixth grade students.	Our slogan describes the benefits of either diet or activity level and is motivating to sixth grade students.	Our slogan strongly describes the benefits of either diet or activity level and is highly motivating to sixth grade students.	